

# District Level Considerations for Implementing Effective Social, Emotional, Behavioral Supports

A photograph of a man with a beard and a blue shirt, smiling and pointing at a globe. Two young girls are looking at the globe with him. One girl is wearing glasses and a red and white checkered shirt, and the other is wearing a purple and white plaid shirt. The globe is a standard world map with blue oceans and green/yellow landmasses.

**Improving outcomes for all  
students.**

**Positive, proactive, preventative behavior supports.**

Barbara Mitchell, Ph.D.  
University of Missouri  
September 2019



Fails to address system supports (resources, coaching, policies)

As the number of schools increases the quality of implementation and outcomes may be impacted.

Fail to plan for long-term sustainability.



# Phases of *Effective* Implementation

Adapted from Fixsen & Blasé, 2005

## Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

## Installation

- Let's make sure we're ready to implement (capacity infrastructure)

## Initial Implementation

- Let's give it a try & evaluate (demonstration)

## Full Implementation

- That worked, let's do it for real (investment)

## Innovation & Sustainability

- Let's make it our way of doing business (institutionalized use)

# Implementation Science

## *Individual Learning*

- Acquisition
- Fluency
- Maintenance & Generalization





# Research Findings on Effective Implementation

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
  - Information dissemination alone
  - Training by itself



# Research Findings on Effective Implementation

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

- *Long term, multi-level approaches*
- *Skills-based training*
- *Practice-based coaching*
- *Practitioner performance-feedback*
- *Program evaluation*
- *Facilitative administrative practices*



## Goal of MTSS =

Provide high quality academic and behavioral instruction & intervention to meet the needs of ALL students

- On a large scale (e.g., entire district, state, country)
- With durability
- With positive effects
- In a manner that's relevant for each context & population

# New way of thinking...

## District Wide Approach

- All schools - training & support for core practices, data use, & systems
- District Level Team (DLT) - develops standard Tier II/III system
- A percentage of existing behavioral expertise moves from traditional case by case, to supporting school team Tier II/III systems





District Leadership Team Increases  
the Likelihood for Success

# Outcomes Today...

- Identify purpose and functions of a District Leadership Team (DLT) in supporting development & implementation of MTSS.
- Consider the extent to which organizing a district level team would be valuable for your setting.
- Share resources.



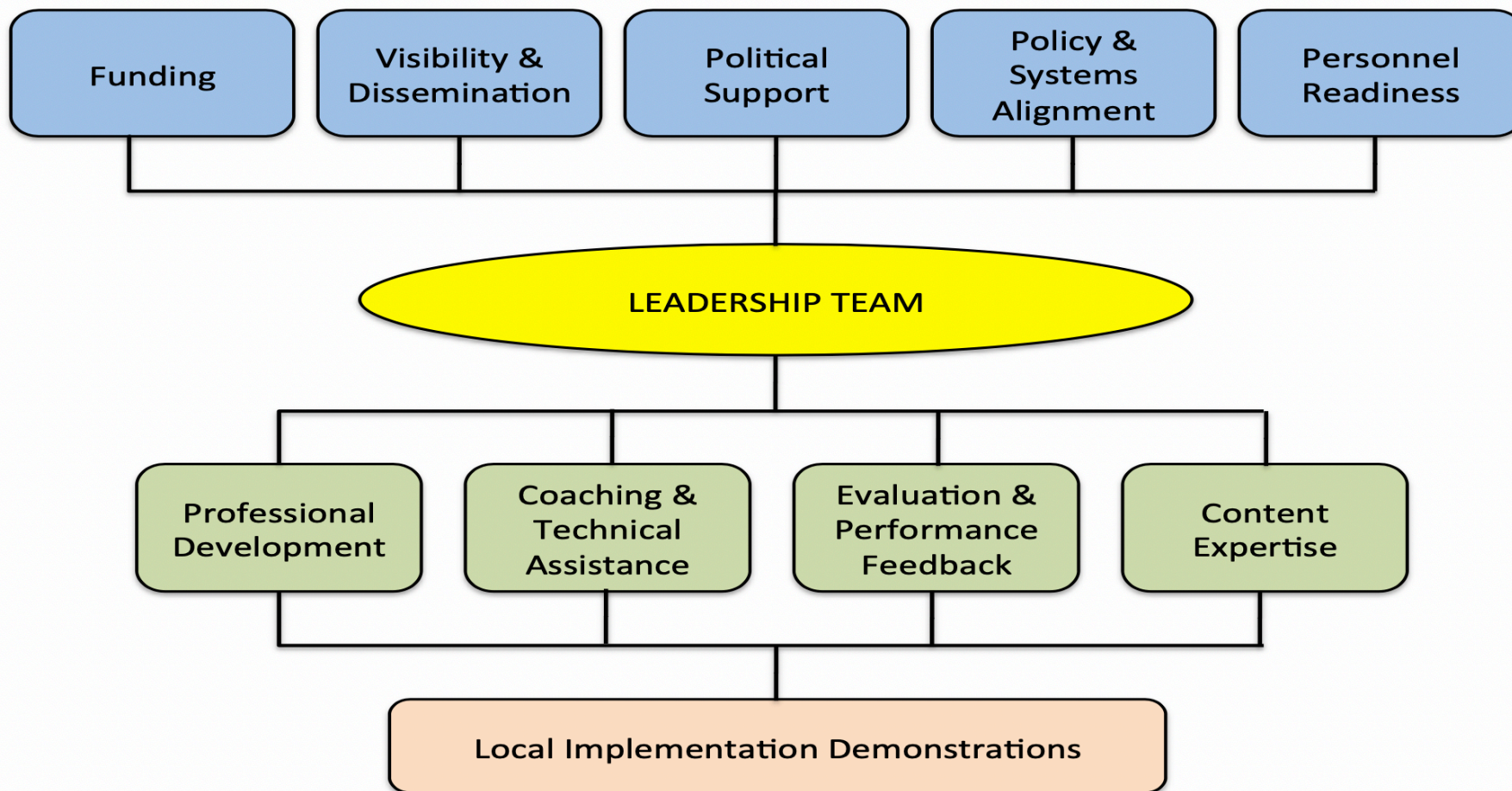
# District Leadership Team (DLT)

- The primary purpose of a District Level Leadership Team...
- **Develop in district capacity for sustained, high quality implementation & monitoring of outcomes.**

# District Leadership Team

- The primary function of a District Leadership Team...
- **Develop a 3-5 year action plan that guides systematic development and implementation of practices & systems.**
  - Activities
  - Timelines
  - Data to inform decisions
  - Periodic review

Action Plan  
Derived From  
DATA



## Elements for Action Planning

Executive  
Functions

Funding

Visibility &  
Dissemination

Political  
Support

Policy &  
Systems  
Alignment

Personnel  
Readiness

LEADERSHIP TEAM

Professional  
Development

Coaching &  
Technical  
Assistance

Evaluation &  
Performance  
Feedback

Content  
Expertise

Local Implementation Demonstrations

Implementation  
Functions



# Local Demonstrations

- Schools in your setting that can do “IT”
- Demonstrate success
- Learn what will be needed for expansion
- Start small scale, aim for quality implementation (consider 4-10 schools as initial cohort)
- Examples
  - Millard – started with middle schools
  - Fremont – focused on elementary schools
  - Omaha – completed readiness checklist & application

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# System for Professional Development

Assess Current Implementation  
Across the District

Implementation  
Data =  
TFI & SAS

Use Assessment Results to  
Design a PD Plan for  
Implementing MTSS

Consider =  
Implementation  
Phases & Tiers

Assess Current Capacity to  
Provide PD for MTSS

Need =  
Trainers, Content &  
Funding

# Assess Current Implementation

## Tiered Fidelity Inventory (TFI)

TEAM Perceptions

### Tiered Fidelity Inventory

[The TFI \(PDF\)](#) is based on earlier PBIS fidelity surveys (SET, BoQ, TIC, SAS, BAT, MATT). The TFI gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Schools may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

**Who:** School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external SWPBIS coach serving as a facilitator. Coordinators and school teams can enter TIC results in PBIS Assessment.

**When:** First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 70% fidelity three consecutive times may choose to take the TFI as an annual assessment.

## Self-Assessment Survey (SAS)

STAFF Perceptions

### Self-Assessment Survey (SAS)

[The SAS \(RTF\)](#) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning.

**Who:** Teams interested in knowing more about staff perception of SWPBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

**When:** Annually

# Core Content & Sequence

## TIER ONE, PREPARATION PHASE

*Implementation with All Staff*



## TIER ONE, EMERGING PHASE

*Implementation with All Staff and Students*



## TIER ONE, EMERGING ADVANCED

*Deeper and more comprehensive implementation for sustainability*



## TIER TWO

*Implementation of One Small Group Intervention*



## TIER TWO ADVANCED

*Implementation of additional small group intervention(s) and sustaining*



## TIER THREE

*Implementation of Individualized FBAs/BIPs*



## TIER THREE ADVANCED

*Implementation of additional FBA/BIPs and sustaining*

### Tier 1

2 days in summer

3 days across school year

\*for each phase = (15 days total)

### Tier 2

2 days in summer

3 days across each school year

\*for each phase = (10 days total)

### Tier 3

2 days in summer

3 days across each school year

\*for each phase = (10 days total)

**\*Explicit readiness criteria for moving to the next phase**



# Model Demonstration & Professional Development Plan

	<u>Year 1</u> Jan 2015 – June 2015	<u>Year 2</u> July 2015 – June 2016	<u>Year 3</u> July 2016 – Aug - June 2017	<u>Year 4</u> July 2017 – Aug - June 2018	<u>Year 5</u> July 2018 – Aug - June 2019	<u>Carry-Over Year</u> July 2019 – June 2020
<b>Elementary Cohort</b>						
<b>Phase</b>	<b>Prep &amp; Emerging</b>	<b>Emerging Advanced</b>	<b>Tier 2 Intervention</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>	
Cadre 1	4 Training Days	4 Training Days	3 Training Days	4 Training Days	4 Training Days	
Cadre 2	4 Training Days	4 Training Days	3 Training Days	4 Training Days	4 Training Days	
Cadre 1 & 2 Together	2 Summer Days	2 Summer Days	*Check-in/Check-out			
		Tier 1 (day and a half)	SWIS-CICO		SWIS-ISIS	
		Tier 2 overview (half)	Additional Interventions: Boys Town Social Skills, First Step to Success, & CW-FIT			
<b>Secondary Cohort</b>						
<b>Phase</b>		<b>Prep &amp; Emerging</b>	<b>Emerging Advanced</b>	<b>Tier 2 Intervention</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>
Cadre 1		4 Training Days	4 Training Days	3 Training Days	4 Training Days	4 Training Days
Cadre 2		4 Training Days	4 Training Days	3 Training Days		
Cadre 1 & 2 Together		2 Summer Days	2 Summer Days			SWIS-ISIS
			Tier 1 (day and a half)	*Check & Connect		
			Tier 2 overview (half)	Additional Interventions: Boys Town Social Skills & RENEW		
<b>District Tier 2/3 Team – School Psychologists, PBIS Coaches, &amp; Special Education Administrator</b>						
<b>Phase</b>			<b>Tier 2/3 Systems</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>	
			3 Development Days	District Tier 2/3 Joins Elementary Cohort	District Tier 2/3 Joins Elementary Cohort	
					District Tier 2/3 Joins Secondary Cohort	
<b>Total # of Days</b>						
	10	20	19	14	12	

Used readiness data to make adjustments to the plan

# Professional Development

- Develop local/in-district expertise and skills to reduce dependency on external support.
  - Enhances...
    - contextual relevance
    - system efficiencies
    - sustainability
    - expansion

Initial cohort may require external PD & support

- NE MTSS, NE PBIS, UNL/University Faculty, ESU

Executive  
Functions

Funding

Visibility &  
Dissemination

Political  
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Policy &  
Systems  
Alignment

Personnel  
Readiness

LEADERSHIP TEAM

Professional  
Development

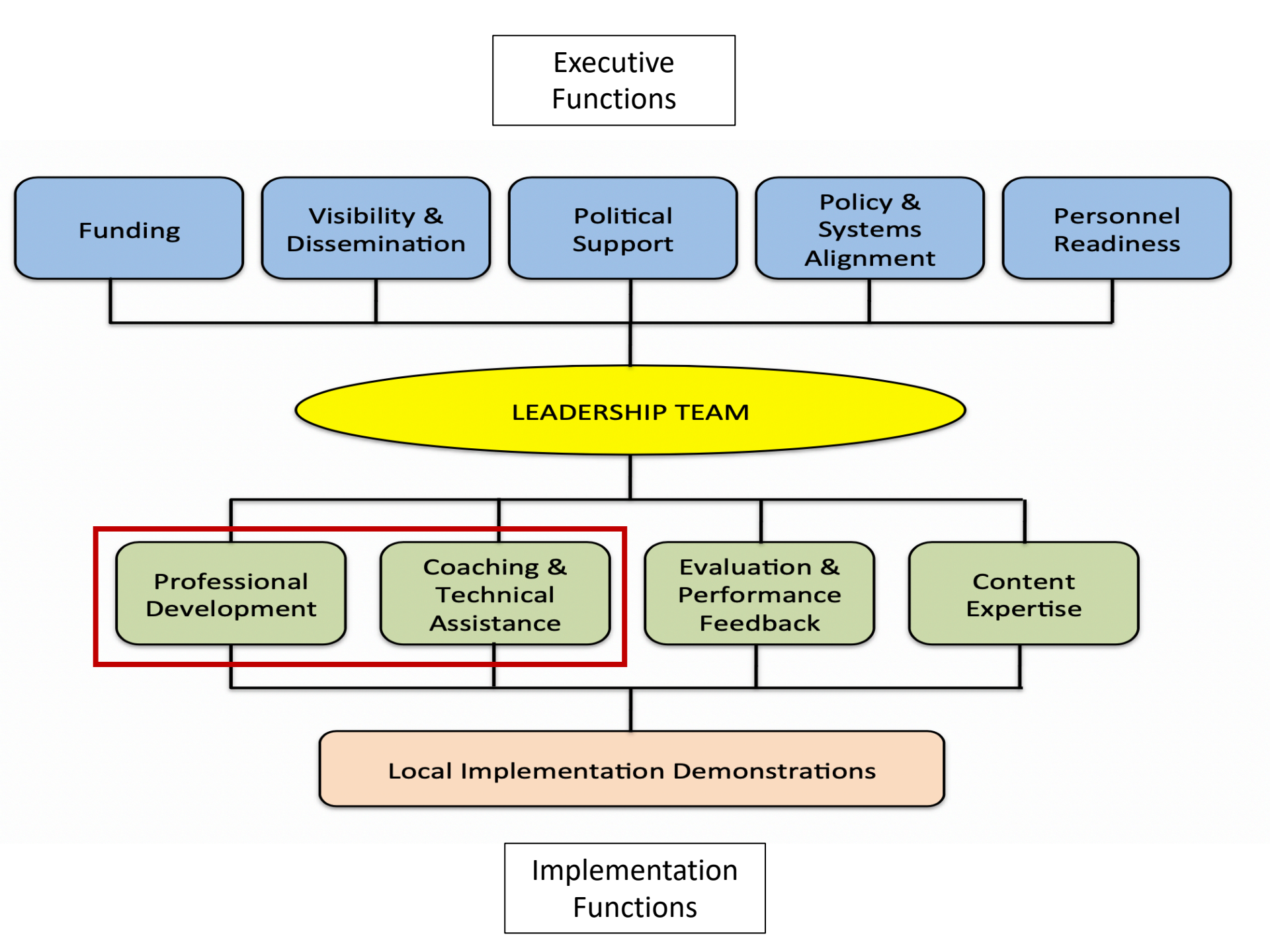
Coaching &  
Technical  
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Local Implementation Demonstrations

Implementation  
Functions



# Coaching & Technical Assistance

Support for accurate school-level  
implementation

**Training &  
professional  
learning  
experiences**



**Consistent  
use of  
the systems  
& practices**

# Coaching & Technical Assistance

- Coaches are Technical Assistance providers
  - Provide assistance to school teams
  - Prompt, support, reinforce content & skills acquired during PD events
- 2 types
  - District Level Coaches
    - district personnel, supports school-level coach
  - School Level Coaches
    - school personnel, supports school team



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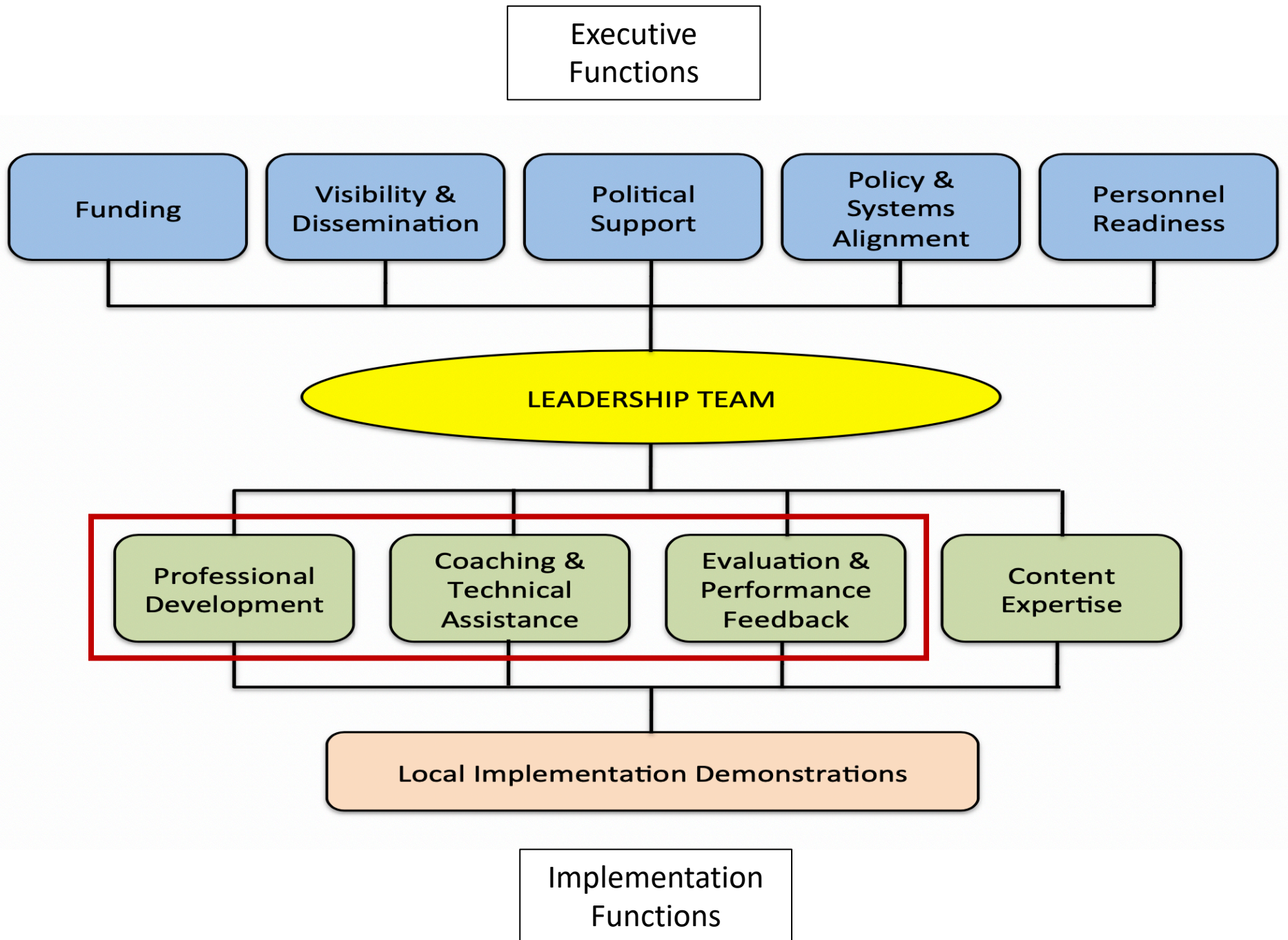
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# Evaluation & Feedback

- Ongoing and annual monitoring of implementation and impact on desired outcomes.
- Use data to inform decision making –
  - What are our next steps?

# PBIS Assessment

[SWIS Suite](#)  
[Data Integration](#)
[SWIS Suite Global Edition](#)  
[Getting Started With...](#)
[PBIS Assessment](#)
[PBIS Evaluation](#)

**pbisapps.org**

## Surveys

PBIS Assessment includes surveys for research, for annual assessment, and for progress monitoring of SWPBIS. Each survey has been developed to meet the data requirements of SWPBIS usage in schools. Select any survey below to find out more about it.

Current surveys available are:

- [Benchmarks for Advanced Tiers \(BAT\)](#)
- [Benchmarks of Quality \(BoQ\)](#)
- [Early Childhood Benchmarks of Quality \(ECBoQ\)](#)
- [Individual Student Systems Evaluation Tool \(ISSET\)](#)
- [Monitoring Advanced Tiers Tool \(MATT\)](#)
- [School Climate Survey](#)
- [School Safety Survey \(SSS\)](#)
- [School-wide Evaluation Tool \(SET\)](#)
- [Self-Assessment Survey \(SAS\)](#)
- [Team Implementation Checklist \(TIC\)](#)
- [Tiered Fidelity Inventory \(TFI\)](#)

[Find More Out About Surveys »](#)

Research  
Tool

Annual  
Assessment  
Tool

Progress  
Monitoring  
Tool

All Tiers			TFI
Universal Intervention (Tier I)	SET	BoQ SAS ECBoQ	TIC
Targeted & Intensive Interventions (Tiers II & III)	ISSET	SAS BAT	MATT
<b>Outcome Tool/Instrument:</b> <a href="#">School Climate Survey</a> <a href="#">School Safety Survey</a>			

Implementation

Outcome

# Systematic Evaluation & Feedback

- Focus on answering specific questions about ...
  - Staff implementation
    - Tiered Fidelity Inventory (TFI) – team perceptions
    - Self-Assessment Survey (SAS) – staff perceptions
  - Student outcomes
    - Discipline rates (sped, ethnicity, orientation, grade level)
    - Discipline consequences (suspension, expulsion)
    - Achievement
  - School climate
  - District & school level action planning

**Millard  
Annual Data Dig**

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# Content Expertise

- Develop capacity of individuals within the district who can support advanced troubleshooting & problem solving
- “When I need it” answers
- Core group of people with advanced knowledge, skills & expertise.

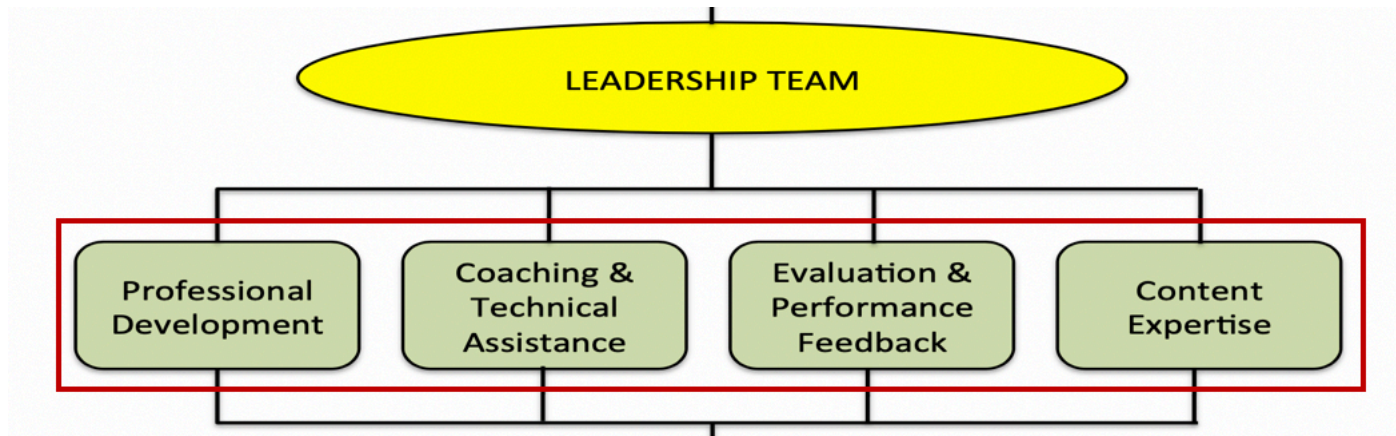


# Content Expertise

- District expertise is expanded by
  - Participating in a full training sequence with a leadership team
  - Experiencing a range of implementation examples across multiple schools
  - Becoming fluent with key concepts, features, practices, & systems

# Think & Talk

- Which staff in your district make decisions about



- Focus on “roles” rather than people.  
(e.g, Director of Student Services, Curriculum Chair, Director of Special Education, Head of Teaching & Learning, Transportation)

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# Funding – Example Needs

- Providing substitutes\* for team members attending training/work sessions
- Conducting local professional development event (e.g., training, webinars)
- Securing data systems\* for efficient data management and decision making

# Funding – Example Needs

- Training for non-certified staff (cafeteria workers, bus drivers, instructional aides, etc.)
- Funding for district coaches to attend regional, state and/or national conferences
- Purchasing curriculum and other resource materials and services

Biggest investment will be in your PEOPLE



# Funding

- Stable and recurring funding that supports role of district level coordinator
  - District Coordinator - oversees implementation of district action plan
    - Existing personnel – e.g., director of student services, director of teaching & learning
    - Establish coordinator position & hire

# Funding

- Consider fiscal support by integrating existing related initiatives.
  - Title I
  - Special Education
  - Other behavior “programs”

# Think & Talk - Funding

- Which initiatives in your district focus on
  - School climate
  - Reducing suspensions
  - Accurate identification of students needing individualized supports
  - Improvements in meeting academic achievement benchmarks
- To what extent could funding from these sources be blended to support MTSS work?

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# Visibility & Dissemination

- Maintain systems of support (e.g., MTSS) as high priority & enable long term investment and expansion.
  - *Without high priority status needed supports may be spread too thin (coordination, funding, coaching, training, evaluation & advanced expertise)*

# Visibility & Dissemination

- Maintain the practices & systems as a priority;
  - Strategically control/orchestrate expansion
  - Keep stakeholders aware of activities & accomplishments
  - Enhance accountability
  - Justify use of funding & resources
  - Acknowledge & promote successful implementation
  - Schedule regular & on-going communication



# Millard Strategic Plan -



Strategy #1: We will engage the Millard Educational Community to maximize resources in order to address our financial challenges and better achieve our mission and objectives.



Strategy #2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.



Strategy #3: In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.



**Strategy:** In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.

**Specific Result:** Expand on the systematic practices for mental health and behavioral supports.

ACTION STEP
1. Create and communicate a shared definition for behavior, mental health, and social and emotional learning (SEL) with all stakeholders.
2. Investigate the use of evidence-based assessments and universal data collection systems for social and emotional learning and behavior in all schools.
3. Build a proactive culture by integrating social and emotional learning curriculum within the Millard Education Program.
4. Expand, refine and communicate a <u>multi-tiered system supporting academic, behavior, and social and emotional well-being.</u>
5. Provide ongoing staff development for all salaried and hourly staff members in Tier I/II/III practices that support social and emotional development and positive learning environments.
6. Define and communicate student and family support processes within the MPS community.
7. Evaluate current staffing allocations and programs to support high-need schools.
8. Evaluate the effectiveness of this plan on an annual basis.

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## Annual Strategic Plan Goals

### Goal 2: Whole Child: Safe, Challenged, and Supported

- Every student will be challenged and supported within a safe learning environment to be a responsible and productive citizen capable of meeting high expectations.
  - *a. Increased percentage of students who feel that their school offers a safe environment for learning, and who have a sense of belonging and personally meaningful friendships.*
  - *b. Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/ counselor.*

### Goal 3: Continuous Growth Toward Mastery of All Academic Subjects

- Every student will progress at a pace that closes the achievement gap, and will meet or exceed academic standards in academic subjects.
  - *a. Increased percentage of students meeting proficiency standards on local, state, and national examinations.*
  - *b. Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners (ELL); Problem-solving Team (PST); Individualized Education Program (IEP)).*
  - *c. Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.*

# Center School District – Kansas City, MO

## **VISION STATEMENT**

**THE CENTER SCHOOL DISTRICT STRIVES FOR EXCELLENCE IN OUR SCHOOLS WHERE ALL STUDENTS LEARN AND GROW**

## **MISSION STATEMENT**

All students will demonstrate high achievement, character, and teamwork in a diverse community. Together, we achieve!

## **CORE VALUES**

At Center Schools, we value ...

- ✦ High Expectations for Student Success
- ✦ Safe and Respectful Schools
- ✦ Positive Relationships
- ✦ Diversity in Our Schools and Community

# Political Support

**Let stakeholders know what you are doing and why.**

Stakeholders are the customers, employees, board members, owners and interested community members who shape the working of an organization.

Internal

External



**Group 1:**

Focus = Awareness Group

- Social Workers in local human services agencies
- local businesses (define further)
  - Rotary
  - Kiwanis
  - Optimists
  - Leadership Fremont
  - Chamber
- Fremont Area United Way
  - Fremont Family Coalition Visionary Team (leadership team/committee heads)
  - Fremont Family Coalition
- Daycares (leadership group) Fremont Area Child Care Association
- Head Start
- Case workers- DHHS
- Fremont Community Response Program
  - Lutheran Family Services
  - Care Corps/Low Income Ministries (Care Corps, Inc.)
  - Region 6
- Keene Memorial Library
- City-wide PTA
- Dodge County Collaborative Team (local human services agency collaboration)
- Families

**Group 2:**

Focus = Application Group

- Hope Center
- YMCA
- After School Programming (y-care and 21st century)
- Masonic Home
- Jefferson House
- Maggie Studt - County Attorney
- Probation officers
- Summer lunch program
- Midland University
- School to Career
- TeamMates
- Families





## Multi-Tiered System of Supports

- Tier I: Universal/primary prevention strategies are implemented school-wide and classroom wide.
- Tier II: After the universal/primary strategies are in place, some students could need more intensive efforts.
- Tier III: With the other two tiers in place, there may be a small percentage of students who require specific, individualized behavioral and/or academic interventions.



FPS Homepage



PBIS Resources



## Fremont Public Schools

130 East 9th Street  
Fremont, NE 68025  
Phone: (402) 727-3000  
Fax: (402) 721-2037

## Multi-Tiered System of Supports (MTSS)

- Translating all materials to Spanish for non-English speaking families

## What is PBIS at FPS?

- Positive Behavior Intervention Supports (PBIS), is a proactive systems approach to put behavioral and social strategies in place for all students while building support for those at risk.
- PBIS methods are research based, and proven to significantly reduce the occurrence of problem behaviors in schools.



Photo: Omaha.com

## Benefits of PBIS

Schools, pre-kindergarten through high school, that implement and consistently use PBIS:

- Improve school climate
- Improve student achievement
- Reduce suspension and referral rates
- Increase attendance

## Focus of PBIS

- PBIS focuses on establishing school environments that support the long-term success of effective practices.
- PBIS aims to be proactive when dealing with behavior. When we teach and support students in learning the expectations, fewer misbehaviors occur.

Image: Sample School

## PBIS At FPS

- PBIS is currently being implemented in all FPS schools, Pre-kindergarten through high school.
- Each building has a matrix of overarching expectations, and specifically what those expectations look like in each area of the building. (See example below.)
- These skills are taught and reinforced to students daily. Educators are working to catch students doing these things correctly, and look at misbehavior as an opportunity to reteach and practice.

	All Areas	Hallway	Lunchroom	Restroom	Recess
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Keep hands and feet to self</li> <li>• Go directly to your destination</li> <li>• Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Walk facing forward</li> </ul>	<ul style="list-style-type: none"> <li>• Touch only your own food</li> <li>• Report spills</li> <li>• Wash hands before you eat</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands using soap</li> <li>• Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment as taught</li> <li>• Follow playground guidelines</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Respond appropriately to attention signal</li> <li>• Own your behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands at your side</li> </ul>	<ul style="list-style-type: none"> <li>• Chew with your mouth closed</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your own stall</li> <li>• Clean up after yourself or ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Include others</li> <li>• Take turns</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Use appropriate voice level</li> <li>• Collect all personal belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly in the hallway so others can continue learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ask permission before getting up</li> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilet before you leave</li> <li>• Use only the paper products you need</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and return all equipment</li> <li>• Line up when you hear the whistle</li> </ul>

- Scheduled radio broadcast
- Presentations for civic groups
- Reaching out to local newspaper
- Contacting businesses

# Think & Talk

- Who are the relevant stakeholders in your context?
- What regular communication already occurs with stakeholders?
- Could existing communication structures be used to make MTSS efforts maximally visible? Are there other communication strategies that should be included?

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# Policy & Systems Alignment

- “Institutionalize” the practices & systems
  - Integrating initiatives with similar goals, activities, & outcomes
  - Demonstrate link between work of MTSS and district/state/federal improvement goals
  - Provide clear evidence of effects, efficiency, & relevance of activities and their outcomes
  - Put forth the need for “prevention” versus “reaction”
  - Develop & endorse a policy statement that guides support of student behavior

# Policy Statement

- Typically includes:
  - Description of need
  - Rationale
  - Purpose & benefits
  - Measurable outcome objectives
  - Activities and operations for achieving these objectives
  - Evaluation strategies



**Multi-tiered System of Support (MTSS) Procedures Manual**  
**2018-19 School Year**



# Institutionalize the Practices and Systems

Center School  
District  
Kansas City, MO



# Center School District - Kansas City, MO

## Foundational Beliefs and Commitments

A Multi-tiered System of Support (MTSS) is grounded in the belief that all students are deserving of a high-quality instructional system of support that address both academic and behavioral needs. At the root of this belief is the thought that all students can learn at high levels. When *all* truly means *all*, it requires districts to look at a multi-tiered system for reaching and teaching all. Through our work with Student Services Team (SST) and other such support structures (literature lab), our district is primed to progress to the next level of instructional excellence through MTSS.

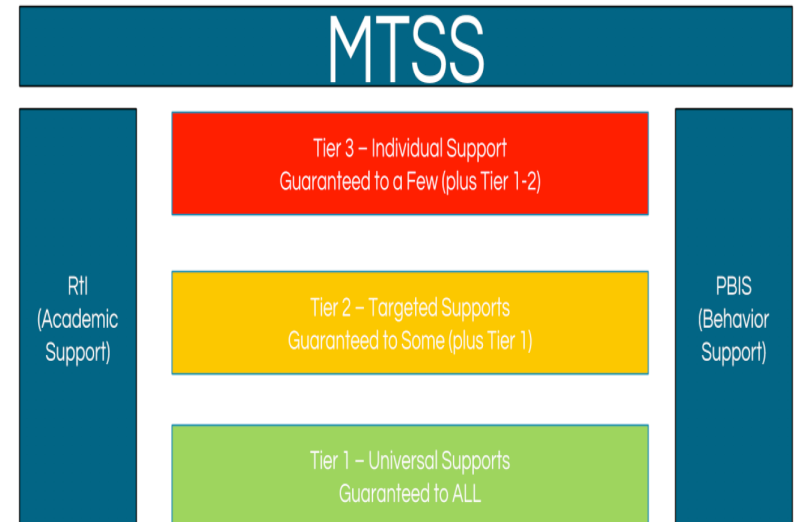
MTSS is designed to achieve four primary outcomes:

1. All students must have access to the essential grade level curriculum as part of their instruction.
2. Interventions will be provided to any student needing additional time and support to master the essential grade level curriculum.
3. Students lacking skills that should have been mastered in previous years will be provided intensive interventions for success.
4. Some students will need all three tiers to be successful.

The key component that separates MTSS thinking from our current pedagogy is the systematic process of data collection around student progress that prompts evidence-based intervention for students who experience difficulty in their learning. This work is the science of teaching tied to the oftentimes “fall to” when making instructional decisions about students. or feel by tying the feeling to data.

At the end of the day, if someone were to ask *WHY* is MTSS the b School District, the answer is grounded in three reasons:

1. If our purpose is to help all students learn at high level interventions to give struggling learners additional time a
2. MTSS allows teachers to work together to meet the ne with a wide range of needs.
3. It is our moral obligation and speaks to the reason wh students we support.

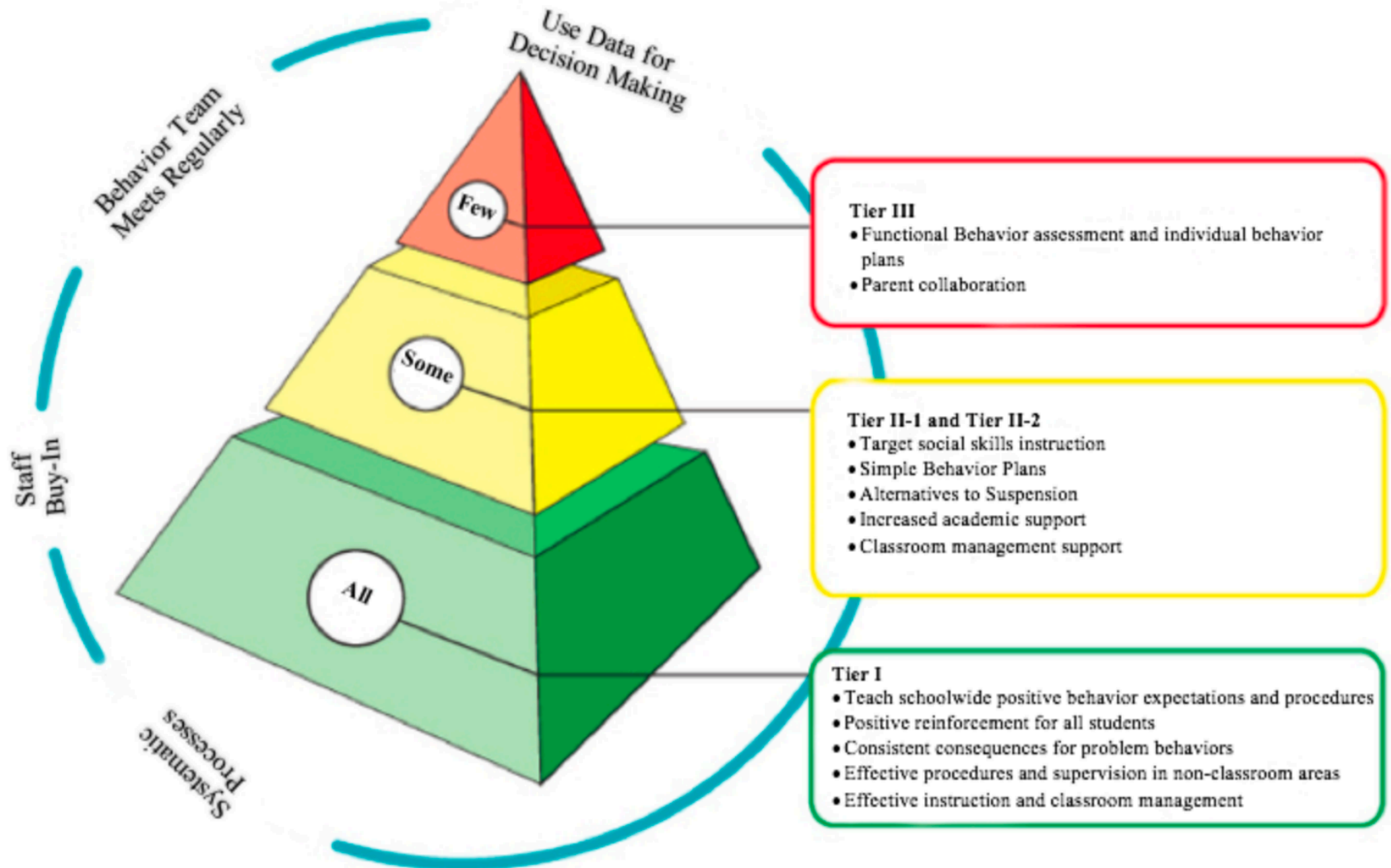


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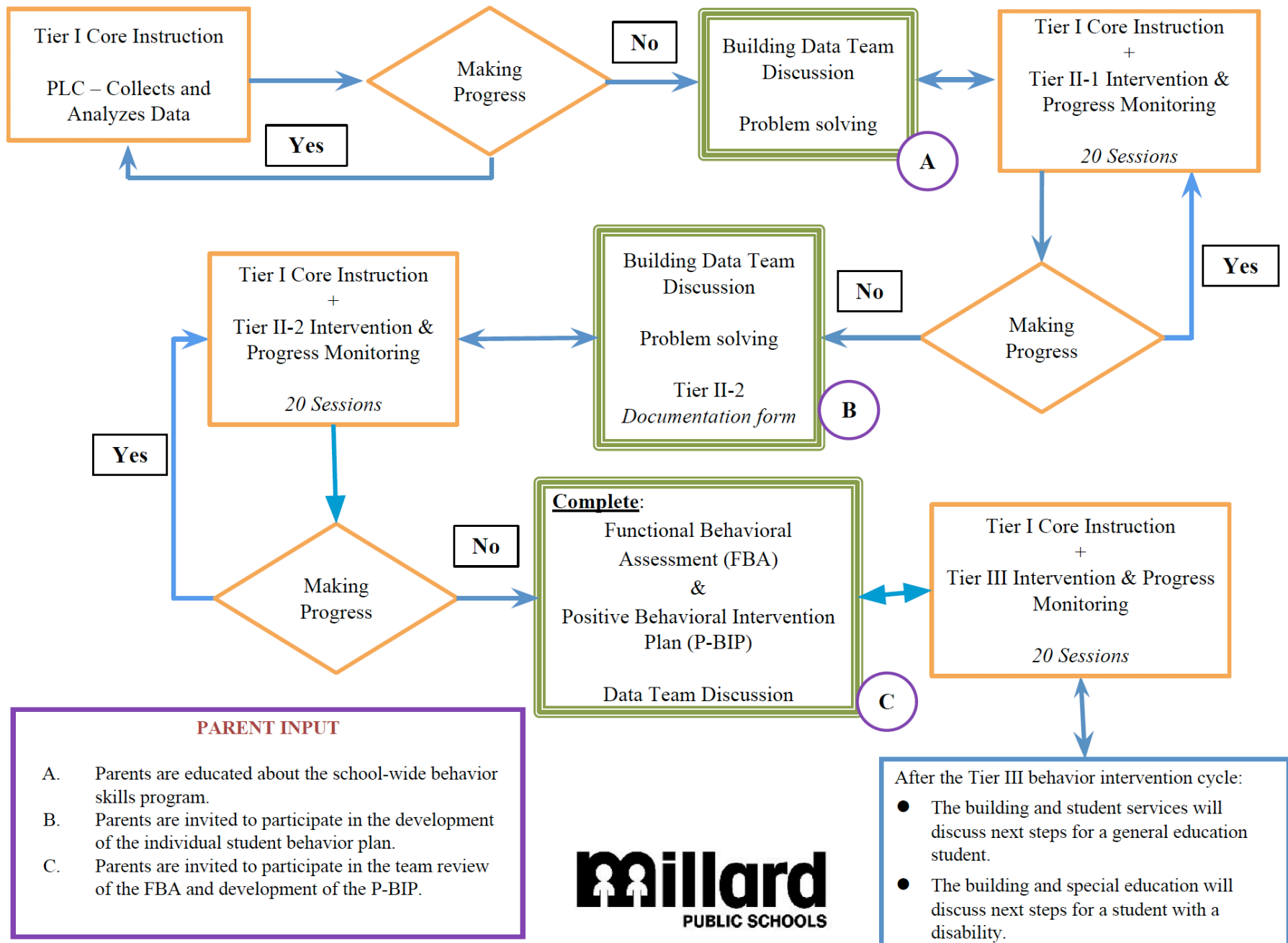
## Center School District - Kansas City, MO

General Information	Foundational Beliefs and Commitments MTSS Tiered Academic and Behavior Support MTSS at a Glance What are universal screening tools? What are interventions in a MTSS framework? Chronic Non-Response Considerations Challenges with a “Upside Down” Tiered Triangle District MTSS Calendar
Tier 1 Academic	Universal Academic Plan Tier 1 Core Instructional Expectations Universal Screening Tools Data Rules for Tier 2 Support
Tier 2 Academic	Data Rules that Meet Criteria for Tier 2 Support Tier 2 Content Focus Priority Chart Tier 2 Intervention Group Expectations Guidelines and Decision Making Rules Interventions Tier 2 Small Group Intervention Documentation Form Data Rules for Tier 3 Support
Tier 3 Academic	Data Rules that Meet Criteria for Tier 3 Support Tier 3 Intervention Group Expectations Guidelines and Decision Making Rules Interventions
Tier 1 Behavior	Universal Behavior Plan Tier 1 Core Instructional Expectations Lesson Plan Suggestions Walk-through Form (reflective of Tier 1 Core Instructional Expectations) Universal Screening Tools (chart - vision/hearing/health/behavior) Data Rules for Tier 2 Support
Tier 2 Behavior	Data Rules that Meet Criteria for Tier 2 Support Tier 2 Intervention Individual Expectations Guidelines and Decision Making Rules Interventions Tier 2 Small Group Intervention Documentation Form Data Rules for Tier 3 Support
Tier 3 Behavior	Data Rules that Meet Criteria for Tier 3 Support Personalized Behavior Plans Guidelines and Decision Making Rules
Next Levels of Support	
Forms and Documents	MTSS Levels of Support MTSS Intervention Groups - Template MTSS Intervention Roster - Template MTSS Parent Notification Letter Fidelity Check - Intervention Session Observation Instructional Routine Template Survey Level Assessment - Decision Making Criteria Survey Level Assessment - Oral Reading Fluency Survey Level Assessment - Math Computation Fluency Data Consult Team - Agenda Template Problem Solving Team - Action Plan Problem Solving Team - Agenda Template Problem Solving Team - Meeting Summary Problem Solving Team - Request for Assistance Teacher Request for Assistance (General)

# Millard Public School's MTSS for Behavior



# MTSS Behavior Tiered Problem Solving Process Flowchart



## **STUDENT SUPPORT INTERVENTIONS AND PROGRAMS**

The mission and beliefs of Millard Public Schools emphasize that all students are important and will learn in order to be college and career ready; however, there are many internal and external factors that prevent students from being successful in school. These include poverty, family issues, social and emotional concerns, stress factors, and more. In order for all students to have an equal opportunity to learn and grow, learning supports, or resources, strategies, and practices must address the physical, social and emotional, and intellectual barriers that impact many students. With the emphasis on a multi-tiered system of support that promotes strategies for defining, teaching, and supporting individualized student needs, the following may be implemented in both classroom and non-classroom settings. (Please select the links below or consult [www.mpsomaha.org](http://www.mpsomaha.org) for more information):

- [Classroom Based Approaches](#)
- [Community Support](#)
- [Support for Transitions](#)
- [Family Engagement in School](#)
- [Crisis Assistance and Prevention](#)
- [Student and Family Assistance](#)

**Statements  
Inserted in District  
Handbook**

## **BEHAVIOR INTERVENTION AND SUPPORT**

Unfortunately, no magic wand single-handedly removes the barriers to learning that occur when student behaviors are disrupting the learning environment. The climate of each school learning community is different; therefore, a “one size fits all” approach is less effective than interventions based on the individual needs of each school and student.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that promote proactive strategies for defining, teaching, and supporting appropriate student behavior. Instead of using a piecemeal approach to student behavior management, behavioral support teams offer a continuum of consistent practice for all students within the school. These behavioral interventions are implemented in all areas including both classroom and non-classroom settings. The implementation of school-wide behavioral support programs, focuses attention on creating and sustaining desired behaviors while promoting life skill development.







**Tier III (Intense Individualized Interventions):**  
Interventions and supports continued from Tier II with more intensity and/or frequency.

- Continued use of evidenced-based interventions:
  - [Reading and Writing Intervention](#)
  - [Math Intervention](#)
  - [Behavioral / Social-Emotional Interventions](#)
- Continued collaboration with of district coaching:
  - Literacy or Math Coach
  - Behavior Coach
- Continued use of [FBA](#) / [BIP](#)
- Collaboration with community supports:
  - [Mental Health Referrals](#)
  - [Boys Town Metro Intervention Center](#)
  - [Student Engagement Project resources](#)

Referral to MDT for special education evaluation

**Tier II (Addressing Persistent Concerns):**

- Use of evidence-based interventions:
  - [Reading and Writing Intervention](#)
  - [Math Intervention](#)
  - [Behavioral / Social-Emotional Interventions](#)
- Collaboration with district coach:
  - Literacy or Math Coach
  - [Behavior Coach](#)
- [Functional Behavior Assessment](#)
- [Behavior Intervention Plan](#)
- Collaboration with community supports:
  - [Mental Health Referrals](#)
  - [Boys Town Metro Intervention Center](#)
  - [Student Engagement Project resources](#)

**Tier III:** 1 - 5% of Students  
**TARGETED:** High-Risk Students  
Individual Interventions

**Tier II:** 5 - 15% of Students  
**SELECTED:** Some At-Risk Students  
Small Group & Individual Strategies  
Click Here: [LINK TO IIP FORM!](#)

**Tier I:** 80 - 90% of Students  
**UNIVERSAL:** All Students  
School / Class-wide Supports

ACADEMIC

BEHAVIOR  
([PBIS](#))

SOCIAL  
(Guidance Curricula)

**Essential Core Practices**

**Essential Core Practices:**

- Identified instructional model
- Toolbox curriculum and alignment processes
- Systems of professional learning communities (PLCs)
- [Uniform Code of Conduct](#)/Clear Recording Practices
- Accurate, reliable, and usable data that can be disaggregated school-wide or at the individual student-level.
- District-wide integrated Individualized IDEAL Plans (IIP) to consistently respond within the MTSS for academic, behavior, and/or social needs.
- Common schedule to support interventions
- Staffing formula for equity

**Tier I (Prevention/Early Intervention):**

- Systematic academic and behavioral screening (use of assessment schedule and multi-method data collection)
- Use of [classroom-based actions](#) to support learning
- District-wide [PBIS](#)
- Proactive, consistent teaching of school-wide expectations; posted prominently; data-driven
- Parent communication (redundant message)
- Classroom core curricula



**PAPILLION LA VISTA**  
COMMUNITY SCHOOLS

**Individualized IDEAL Process**

Executive  
Functions

Funding

Visibility &  
Dissemination

Political  
Support

Policy &  
Systems  
Alignment

Personnel  
Readiness

LEADERSHIP TEAM

Professional  
Development

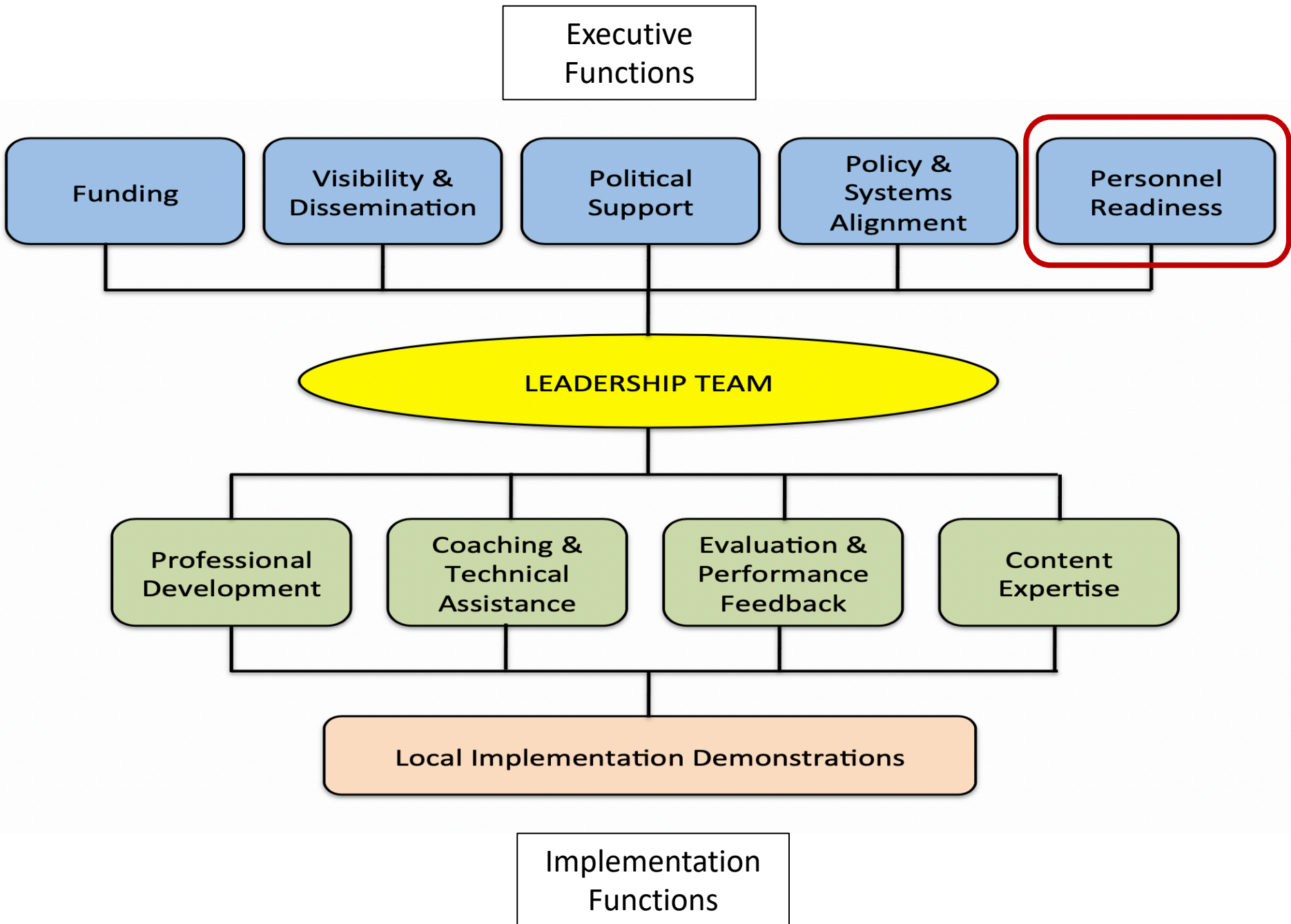
Coaching &  
Technical  
Assistance

Evaluation &  
Performance  
Feedback

Content  
Expertise

Local Implementation Demonstrations

Implementation  
Functions



# Example – Personnel Readiness

## Interview Questions Related to MTSS

\* Please include one or more of these questions about MTSS in the interview process.

### Teachers:

1. How do you/would you encourage appropriate behavior in your classroom?
2. How do you/would you respond to inappropriate behavior in your classroom?
3. Describe a challenging experience you had either as a teacher or student teacher how did you manage the situation?
4. After a year in your classroom, what would you want a student to say about their experience?
5. How do you create a positive, predictable, proactive environment so that all students feel comfortable and encouraged?
6. How do you let students know that you care about them?
7. How do you build relationships with students?
8. What training have you had for the discipline/behavior management? Are you familiar with PBIS?
9. What is your experience with RTI/PBIS/MTSS?

### Administrators:

1. If you became aware of a teacher that is having difficulty with classroom management, what would you do to help?
2. When you visit a classroom, what are the first things you look for as signs that the classroom is an effective learning environment? Ineffective?
3. How would you lead a staff through a philosophy/culture change?
4. What is your discipline philosophy?
5. What is your experience with RTI/PBIS/MTSS?

## DLT Action Steps:

- Draft questions
- Submit to full team for feedback
- Shared with Executive Director of Human Resources to add to the approved list of questions for the interview process.

# Example - Personnel Readiness

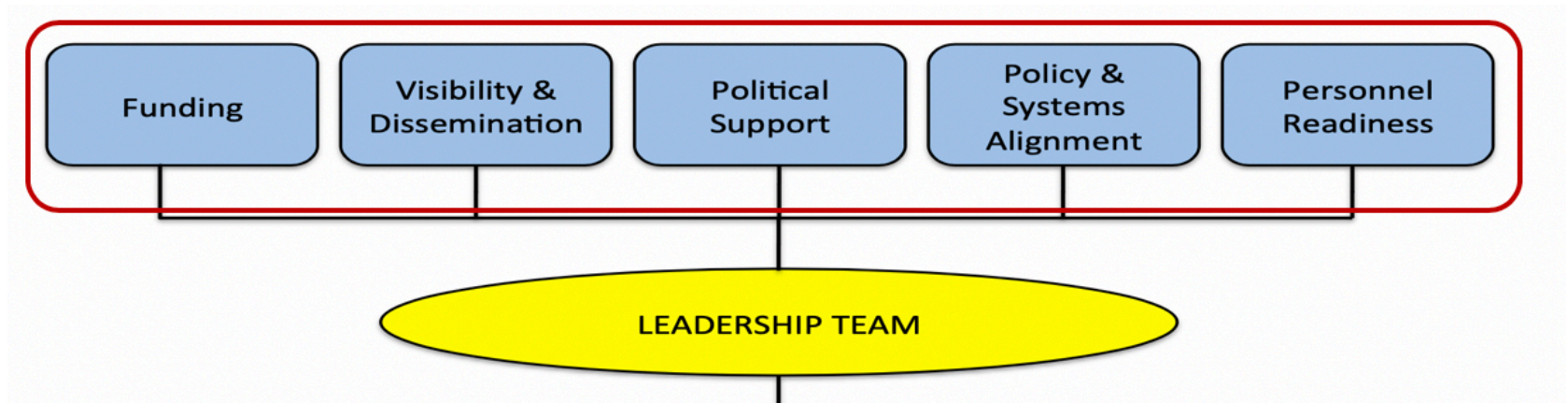
- Revise New Teacher Induction

Time Frame	Training Offered	Participants	Who leads it?	Days?	Level	Sustainable Plan?
Summer	Tier 1 Team Training/Worktime	Tier 1 Teams	District Coaches	1 Day Each Level	T1	Yes
Summer	Tier 2 Team Training/Worktime	Tier 2 Teams	District Coaches	1 Day Each Level	T2	Yes
Summer	Tier 3 Team Training/Worktime	Tier 3 Teams	District Coaches	1 Day	T3	Yes
1st Week Back	SWIS Training - Follow Up	SWIS Admins	SWIS Facilitators	1.5 hours	T1, T2	Yes
1st Week Back	SWIS Training - New To District	SWIS Admins	SWIS Facilitators	3 hours	T1, T2	Yes
1st Week Back	Building Kickoffs	All District Staff	Building Teams	3 hours	T1, T2, T3	Partial
1st Week NTI	New Teacher Induction	All New Teachers	Building Facilitators	3 hours	T1	Partial
1st Week NTI	New Teacher Building Admin Mtg	All New Teachers	Building Administrators	2 hours	T1, T2, T3	Yes
Summer	Transportation	Transportation Staff	CPI Trainers	3 hours?	T1, T3	Yes
1st Month of School	Sub Training	Subs	Kevin	1 hour meeting	T1	Yes
District PD Days	Varied	Varied	Varied	Varied	Varied	Yes
Building PD Days	Varied	Building Staff	Varied	Varied	Varied	Yes
Building PLC Days	Varied	Building Staff	Varied	Varied	Varied	Yes
1st Quarter-ish	Basic CR Management	NTI	ESU	2 - 2 hour sessions	T1	Yes
District MTSS Mtgs.	Varies	Building Reps	Varied	Half Day 1x/month	T1, T2, T3	Partial
Facilitator Meetings	T1	T1 Building Facilitators	District Coaches	1x per Quarter	T1	Yes
Conferences Through the Year	Varies	Varies	Varies	Varies	Varies	Yes
Boys Town Training	All Certified Staff	All Certified Staff	Boys Town Trainers	2 Days	T1	Partial



# Think & Talk - Executive Functions

- Which staff in your setting make decisions about these “executive” functions?
- Think roles, not people.



# Outcomes Today...

- ✓ Identify purpose and functions of a District Leadership Team (DLT) in supporting development & implementation of MTSS.

- Consider the extent to which organizing a district level team would be valuable for your setting.

- Share resources.

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- Share resources.





# Broader. Bolder. Better.

Nebraska's Multi-tiered System of Support empowers schools to support and prepare all students for success by systematically delivering a range of high-quality instruction tailored to meet their needs.

[FRAMEWORK DOCUMENT](#)

[GETTING STARTED](#)

<http://nemtss.unl.edu/>



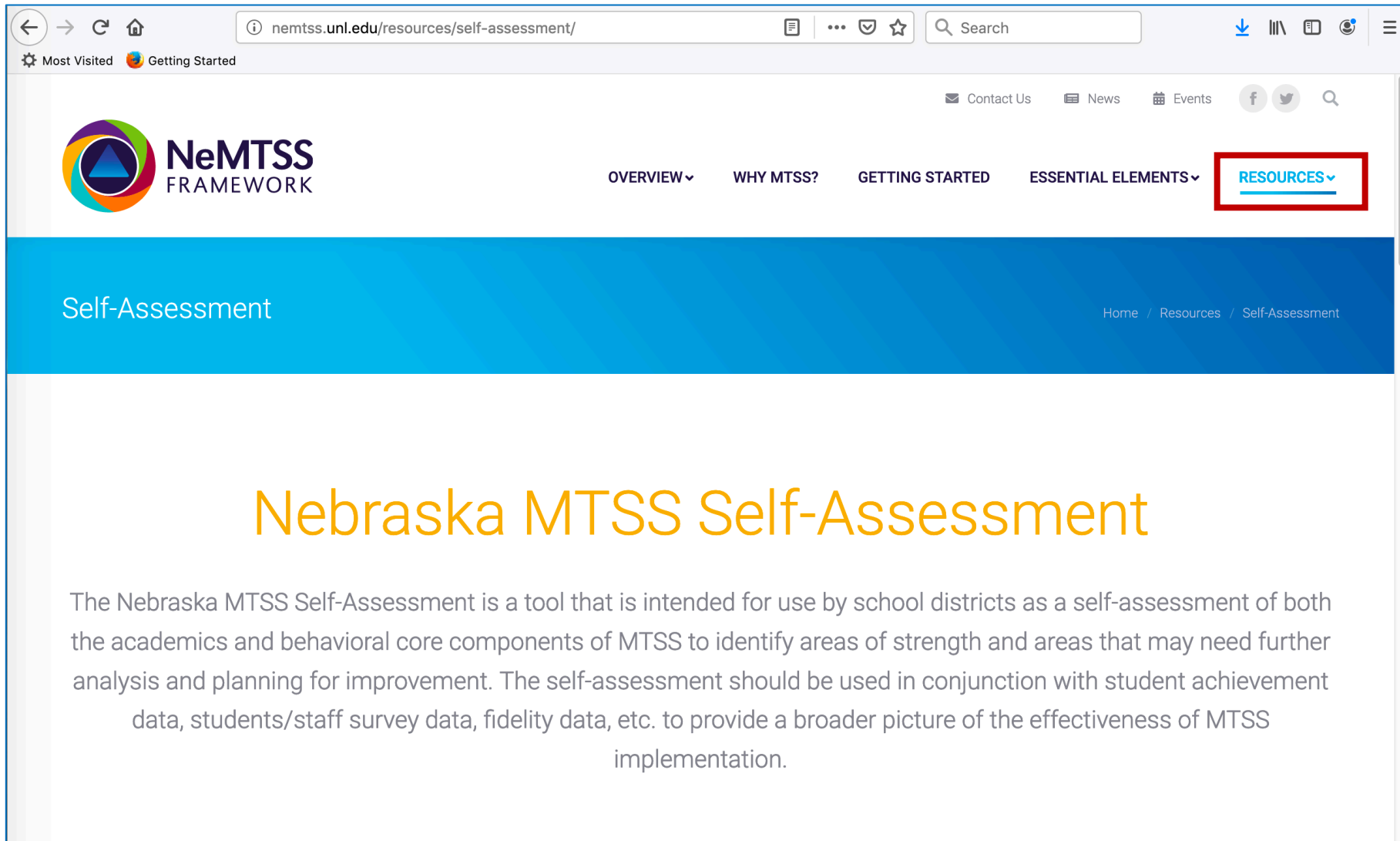
# NeMTSS FRAMEWORK

## COMPONENTS

- ▶ **Shared Leadership**
- ▶ **Communication, Collaboration, and Partnerships**
- ▶ **Evidence-Based Practices: Curriculum, Instruction, Intervention & Assessment**
- ▶ **Building Capacity/Infrastructure for Implementation**
- ▶ **Layered Continuum of Supports**
- ▶ **Data-Based Problem Solving and Decision Making**

Shared Leadership	Communication, Collaboration & Partnerships	Evidence-Based	Capacity & Infrastructure	Continuum of Support	Data Based Decision Making
<p>Team membership</p> <p>Building staff engagement</p> <p>Resource allocation</p> <p>Implementation Planning</p>	<p>Sharing data to ensure collaboration</p> <p>Sharing procedures &amp; process</p> <p>Family engagement</p>	<p>Evidence based programs &amp; practices</p> <p>Evidence based instruction</p> <p>Effective school schedules</p> <p>Universal screening process</p> <p>Progress monitoring</p>	<p>Professional development &amp; coaching</p> <p>Professional development plan</p> <p>Systems level coaching</p> <p>Fidelity data collection &amp; use</p>	<p>Core academic &amp; social-emotional, behavioral practices</p> <p>Supplemental academic &amp; social-emotional, behavioral</p> <p>Systematic problem solving for intensive supports</p> <p>Intensification plan content</p>	<p>Integrated data - based problem solving</p> <p>Evaluation of effectiveness</p> <p>Decision rules for identifying students for support</p> <p>Evaluating response to intervention</p>





The screenshot shows a web browser window with the URL [nemtss.unl.edu/resources/self-assessment/](http://nemtss.unl.edu/resources/self-assessment/). The page features the NeMTSS Framework logo on the left and a navigation menu on the right. The 'RESOURCES' link in the menu is highlighted with a red box. Below the navigation bar, a blue header section contains the text 'Self-Assessment' on the left and a breadcrumb trail 'Home / Resources / Self-Assessment' on the right. The main content area has a large orange title 'Nebraska MTSS Self-Assessment' followed by a paragraph explaining the tool's purpose.

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**NeMTSS**  
FRAMEWORK

OVERVIEW ▾ WHY MTSS? GETTING STARTED ESSENTIAL ELEMENTS ▾ **RESOURCES ▾**

Self-Assessment

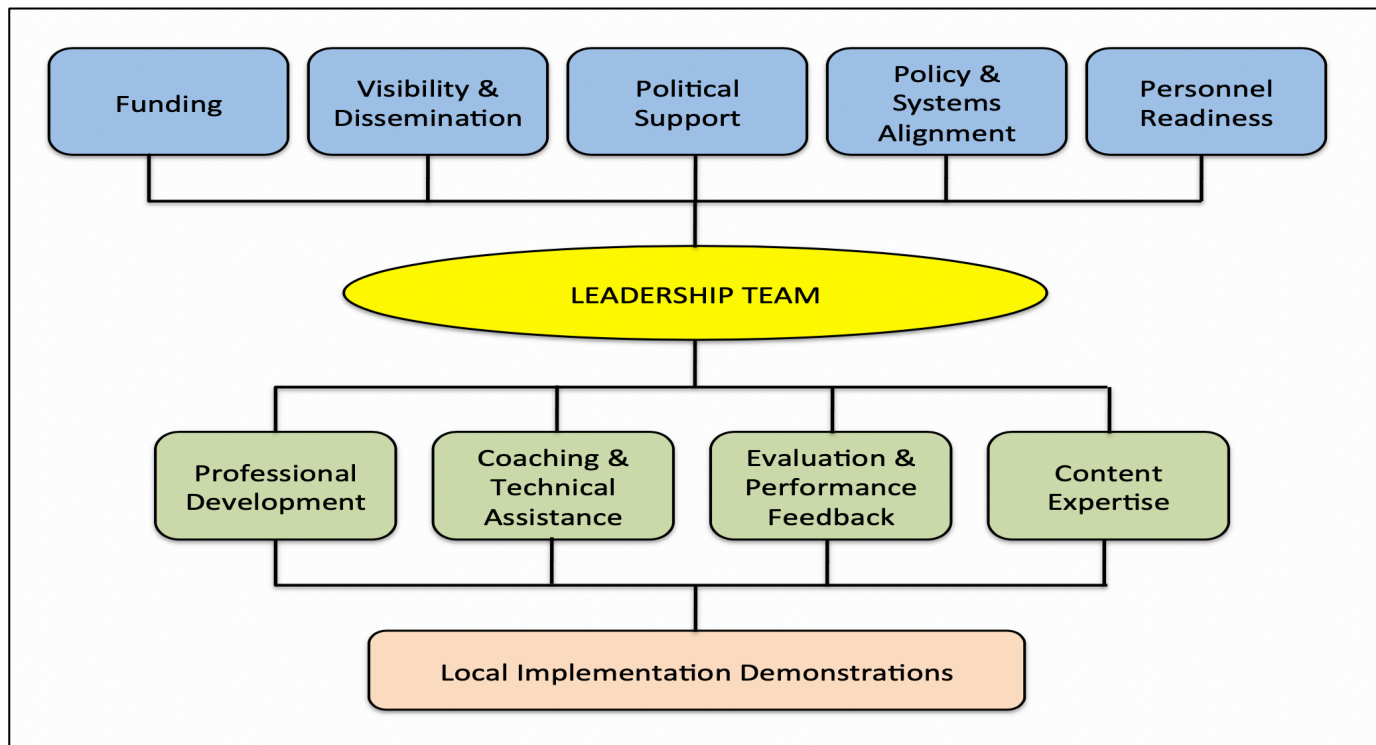
Home / Resources / Self-Assessment

# Nebraska MTSS Self-Assessment

The Nebraska MTSS Self-Assessment is a tool that is intended for use by school districts as a self-assessment of both the academics and behavioral core components of MTSS to identify areas of strength and areas that may need further analysis and planning for improvement. The self-assessment should be used in conjunction with student achievement data, students/staff survey data, fidelity data, etc. to provide a broader picture of the effectiveness of MTSS implementation.

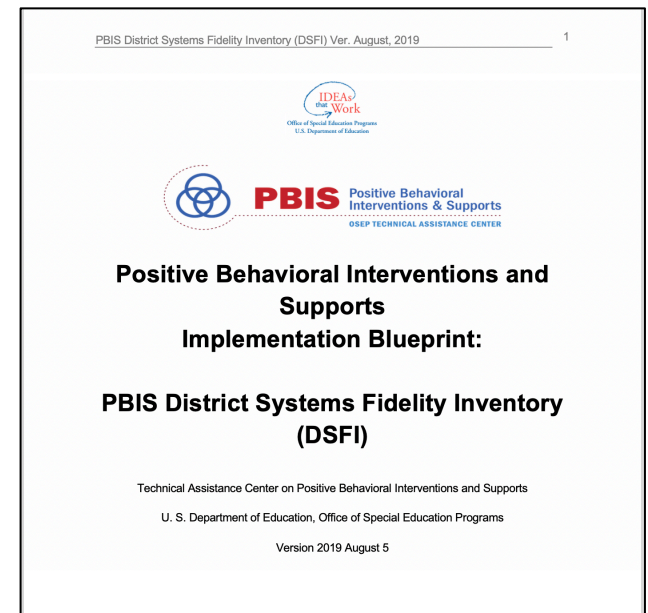
<http://nemtss.unl.edu/resources/self-assessment/>

- ▶ **Shared Leadership**
- ▶ **Communication, Collaboration, and Partnerships**
- ▶ **Evidence-Based Practices: Curriculum, Instruction, Intervention & Assessment**
- ▶ **Building Capacity/Infrastructure for Implementation**
- ▶ **Layered Continuum of Supports**
- ▶ **Data-Based Problem Solving and Decision Making**



# Resource – Assessment Tool

- District Systems Fidelity Inventory (DSFI)
  - Leadership Teaming
  - Stakeholder Engagement
  - Resource Alignment, Funding, & Allocation
  - Professional Learning
  - Coaching & Technical Assistance
  - Evaluation, Performance Feedback, & Data Based Decision Making
  - Policy and Systems Support
  - Workforce Capacity
  - Local Implementation Demonstration



With presentation slides in SCHED



# Resource – Action Plan Template

- Excel Sheet with Multiple Tabs
  - Directions & Descriptors
  - One Year Template
    - Area of implementation
    - Goal
    - Action Steps
    - Status
    - Person(s) Responsible
    - Resources Needed
    - Start date & Completion date
    - Evaluation Outcome & Data Source
  - 3-5 year action plan

Action items are  
derived from  
assessment results.

District Systems  
Fidelity Inventory (DSFI)

With presentation slides in SCHED



## Active Implementation Hub

### Welcome to the new AI Hub!

We've redesigned to make our learning platform easier to use. You'll find the same great content and resources as always but now with a fresher look. The AI Hub is now located on the NIRN website, so you can browse other resources and news about implementation. Happy learning!

The Active Implementation Hub is a free, online learning environment for use by any stakeholder — practitioners, educators, coaches, trainers, purveyors — involved in active implementation and scaling up of programs and innovations. The site goal is to increase the knowledge and improve the performance of persons engaged in actively implementing any program or practice.

While AI Modules and Lessons offer activities well-suited for many human service fields, the site currently focuses on active implementation and scaling up in the field of Education. Most e-learning content is appropriate for implementation teams, implementation specialists, administrators and technical assistance/professional development providers at any level in a system (e.g., district, region, state, national).

**<https://nirn.fpg.unc.edu/ai-hub>**

## Online Learning Includes:



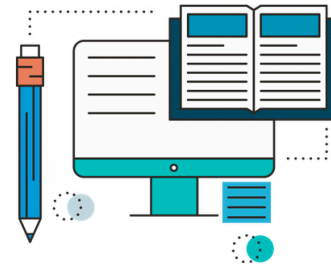
### Modules

Check out internet based training on active implementation, including content, activities and assessments, designed to be self-paced or blended with in pre-service or in-service training.



### Lessons & Short Courses

AI Hub Lessons and Short Courses will get you and your team started using implementation tools and practices, so that you can build implementation skills and capacity. These resources can be used for self-paced learning or professional development in a team setting.



### Resource Library

Find just-in-time active implementation resources and tools (e.g., planning tools, handouts and video clips)

The AI Hub is developed and maintained by the [State Implementation and Scaling-up of Evidence-based Practices Center \(SISEP\)](#) and the [National Implementation Research Network \(NIRN\)](#). Content is added and updated regularly. For more information, contact [sisep@unc.edu](mailto:sisep@unc.edu) or [nirn@unc.edu](mailto:nirn@unc.edu)

<https://nirn.fpg.unc.edu/ai-hub>

# Questions & Information



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